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work among the American Expeditionary Forces. Likewise, vocational, commercial, industrial, and agricultural education were using their equipment and organization to meet the demands created by the World War.

In the second place, the report reflects the problems which turn up in a democratic school system as a result of social and economic changes. Thus, the problems of teacher-training and teacher-salary constitute two of the most serious educational problems for educational legislation to dispose of.

Again, the report indicates how the pressure of a national emergency reveals the weak spots in our democratic school system. For example, the wide prevalence of venereal disease among young men examined for service was indicative of a serious shortcoming in health education. Likewise, the national emergency produced by the World War revealed shortcomings in our educational efforts toward Americanization.

The report is divided into three parts. Part I deals with different aspects of education in the United States. The following are among the topics treated: Americanization, educational hygiene, teacher-training, teachers' organization, educational legislation, and vocational education. Part II deals with education in certain foreign countries. Part III describes the activities of the Bureau of Education. Among the activities treated are: Americanization, civic education, community organization, home education, and educational extension.

*Annual Report of Federal Board for Vocational Education.*¹—The third annual report of the Federal Board for Vocational Education, created by federal enactment in 1917, has recently been issued. The report appears in two volumes. A good notion of the nature of the report can be gained by reference to an abridged table of contents. Volume I—"Vocational Education." Part I—Progress and Needs of Vocational Education: national needs; agricultural education; home economics education; trade and industrial education; present status of state and industrial education for girls and women; promotional work needed to develop trade and industrial education; commercial education; employment management; publications since June 30, 1918. Part II—Summary of Progress by States. Part III—Statistical Report. Volume II—"Vocational Rehabilitation": vocational rehabilitation of disabled soldiers; awarding training with full support; utilization of existing educational agencies; training in home communities; placement training; organization; work accomplished; statistical tables.

*The report of a Bureau of Educational Research.*²—The research movement in education has made great headway within the last decade. We have come more and more to study educational problems through scientific research. The interest in the research movement in education is in part reflected in the increasing number of bureaus of educational research which have been and are being established in connection with city and state school systems and schools of education. In

¹ *Third Annual Report of the Federal Board for Vocational Education.* Volume I: "Vocational Education," pp. 256; Volume II: "Vocational Rehabilitation," pp. 56. Washington: Federal Board for Vocational Education, 1919.

² "First Annual Report, Bureau of Educational Research," *University of Illinois Bulletin*, Vol. XVII. No. 9. Urbana: University of Illinois, 1919. Pp. 78. \$0.25.

July, 1918, the Bureau of Educational Research of the University of Illinois was created. The first annual report of this foundation has recently appeared. This publication is very much worth while from the standpoint of its account of the activities which have been instituted by the bureau. The reader will get some notion of the nature of the work of the bureau by noting in the bulletin the activities which have been undertaken and those which are in prospect. A partial list of the projects which are described in the publication is given below.

I. Projects undertaken:

1. Promotion studies
2. Rate of silent reading
3. Derivation of tests
4. Memory work in the grades
5. Intelligence testing
6. Theses of graduate students
7. Type lessons

II. Proposed projects:

1. Standardization of educational tests
2. Collection of information about the usefulness of tests
3. Derivation of new test material
4. Determination of validity and reliability of educational tests
5. Analysis of arithmetical abilities and study of pupils' errors
6. Efficiency of the departmental teaching of mathematics
7. The supply of trained teachers and the demand for them
8. The selection of textbooks
9. The extension of Monroe's *Silent Reading Test III* for use with college students
10. *The Journal of Educational Research*

Chapters vi and vii are devoted to a very complete classification of standardized tests available for use in elementary and high schools. The publication also classifies the tests which can be secured through the Bureau of Educational Research, University of Illinois.

A study of the commercial curriculum.—The changed commercial and economic relations between America and the world, produced by the World War have created new curriculum problems in commercial education. The Commission on the Reorganization of Secondary Education, appointed by the National Education Association a few years ago, undertook among other tasks to make a study of the curriculum problems of commercial education. The results of this study have recently been issued.¹ The value of the contributions in this field which the report contains will be recognized immediately by the thoughtful student of education in view of our changed world relations and in view of the 500,000 boys and girls who are pursuing commercial courses in our public secondary schools. In view of these considerations the bulletin should be widely read.

¹ "Business Education in Secondary Schools," *Bureau of Education Bulletin No. 55*, 1919. Washington: Department of the Interior. Pp. 68.